

Assignment 5

Textbook Assignment: "Education and Training." Pages 6-1 through 6-14.

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- Establish the role of lay members in the Command Religious Program.
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- 5-1. Which of the following individuals/ references would be a good source of information concerning basic customs and traditions of various religions?
1. Navy chaplains
 2. CH 2, RP3&2, Module I
 3. Selected civilian clergy
 4. Each of the above
- 5-2. In which of the following areas would volunteer lay participation normally NOT be encouraged?
1. Personnel counseling
 2. Vacation bible/church school
 3. Religious education
 4. Chapel council membership
- 5-3. Which of the following statements is true in regard to the assignment of female RPs to Marine Corps FMF units?
1. Although female RPs are noncombatants, they must undergo combat training
 2. Female RPs at nondeploying Marine Corps units are still required to undergo combat training
 3. Female RPs are noncombatant and will not be assigned to FMF units
 4. When FMF units deploy, female RPs remain at brigade headquarters
- 5-4. Intermediate duty stations for training are sometimes assigned to RPs in paygrades E-5 through E-9 when the RPs are transferred on PCS orders.
1. True
 2. False
- 5-5. Which of the following statements is NOT true concerning funding of training requirements for assigned personnel?
1. They should be projected as long-range budget items
 2. Travel and per diem costs should be calculated as closely as possible
 3. Funding can be easily arranged when budgets go into effect each October 1
 4. The command disbursing officer can provide guidance in the area of travel and per diem cost calculation
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- Learning Objective: Establish procedures that would be followed when other Service Veterans (OSVETS) are received as RPs.
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- 5-6. Personnel in any other branch of the Armed Forces may be permitted to make an interservice transfer to the Navy during a current enlistment to serve as an RP, provided they meet all other Navy enlistment requirements.
1. True
 2. False
- 5-7. Marine Corps personnel who make an interservice transfer to the Navy to serve as an RP must obligate themselves to serve at least what length of time in the Navy?
1. 12 months
 2. 24 months
 3. 36 months
 4. 48 months
- 5-8. OSVETS are initially assigned to which of the following duty stations?
1. A Navy ship as an ultimate duty station
 2. RP "C" school
 3. A Navy shore station as an ultimate duty station
 4. A naval training center to receive naval orientation training

- 5-9. OSVETS assigned to RP "A" school will be assigned to their ultimate duty station at what time?
1. Before reporting for naval orientation training
 2. Near the end of the school period
 3. After completing RP "C" school
 4. When the Chief of Chaplains directs
- 5-10. Whenever commands are notified that an OSVET is to report aboard for duty, the leading RP should work closely with the personnel officer and disbursing officer to ensure that which of the following actions is accomplished?
1. Orders, housing applications, paygrade end accrued leave are processed and in good order
 2. A pay record is established
 3. Provisions are made to facilitate full pay and allowances for the OSVET
 4. Each of the above

Learning Objective: Determine the requirements for male and female RPs for the various types of duty stations to which they may be assigned.

- 5-11. Male RPs must sign a Page 13 entry in their service record to acknowledge eligibility for combat duty.
1. True
 2. False
- 5-12. Female RPs would be eligible for duty at which of the following duty stations?
1. 3RD MAW FMFPAC
 2. 2ND MARDIV FMFLANT
 3. USS LA SALLE (AGF-3)
 4. USS SIMON LAKE (AS-33)
- 5-13. If an RP is ordered to an FMF unit, a physical conditioning program and a pair of broken-in field boots would be of great value to the RP.
1. True
 2. False

Learning objective: Identify some of the unique requirements of male RPs assigned to units engaged in combat.

- 5-14. Chaplains are forbidden to carry firearms in combat by
1. DODINST 5411.16
 2. SECNAVINST 1730.7
 3. The Geneva Convention
 4. The Standard Organization and Regulations Manual (SORM)
- 5-15. In combat situations, RPs occupy which of the following roles?
1. Serve at battalion headquarters away from the fighting
 2. Serve as the chaplain's bodyguard
 3. Remain at headquarters to make preparations for the arrival of the chaplain from the combat front
 4. Each of the above

Learning Objective: Stipulate the requirements of male RPs assigned to Marine Corps Units.

- 5-16. Male RPs assigned to FMF units may be required to undergo combat training at the Marine Corps Infantry Training School (ITS) unless this training has been received previously.
1. True
 2. False
- 5-17. Normally, the ITS sessions last for what total period of time?
1. 1 to 2 weeks
 2. 2 to 3 weeks
 3. 3 to 4 weeks
 4. 4 to 5 weeks
- 5-18. The training male RPs receive at the ITS covers all EXCEPT which of the following areas?
1. Explosives
 2. Combat tactics
 3. Ship identification
 4. Hand-to-hand fighting

Learning Objective: Determine the general military training (GMT) requirements for leading RPs and training petty officers.

5-19. Which of the following training topics would NOT normally be included in a general military training (GMT) session?

1. Uniform Code of Military Justice (UCMJ)
2. Propulsion systems
3. Substance abuse
4. Basic first aid

5-20. How often are GMT sessions normally held?

1. Daily
2. Weekly
3. Monthly
4. Semiannually

5-21. At GMT sessions, all EXCEPT which of the following topics may be of interest to civilians and military families?

1. Uniform regulations
2. Survivor's benefits
3. Life-saving instruction
4. Pre-deployment briefings

Learning Objective: Determine the importance of Personnel Qualification Standards (PQS) and the manner in which they affect RPs.

5-22. Personnel Qualification Standards (PQS) in general damage control apply to which of the following groups of people?

1. Only Navy personnel assigned to ships
2. Only Navy officers and enlisted personnel of the engineering group
3. Only Navy enlisted personnel assigned to a rating of the engineering group
4. All Navy personnel regardless of rank, rate, or rating

5-23. General damage control standards have been set for which of the following reasons?

1. Many lives have been lost due to ignorance of basic damage control procedures
2. Because of a lack of skilled fire-fighters
3. Too many Navy personnel have not mastered personal protection methods
4. Each of the above

5-24. What total amount of time is normally allotted to training personnel aboard ship to fully qualify in general damage control?

1. 1 month
2. 3 months
3. 6 months
4. 1 year

5-25. Aboard ship, personnel of which of the following departments/divisions are tasked by the commanding officer to provide instruction and monitor qualifications of personnel in general damage control.

1. Operations Department; Communications Division
2. Executive Department; Administrative Division
3. Engineering Department; Repair Division
4. Supply Department; Stores Division

Learning Objective: Acknowledge the training opportunities and requirements available to RPs assigned to fire parties or damage control teams.

5-26. Personnel assigned to a fire party or damage control team aboard ship must be familiar with which of the following information?

1. The location of all repair lockers
2. The ship's compartment numbering system
3. The location and operation of fire fighting equipment
4. All of the above

5-27. RPs assigned to fire parties or damage control teams can receive valuable training from all EXCEPT which of the following sources?

1. ITS sessions
2. On duty drills
3. Fleet training centers
4. On scene leaders during lectures

5-28. Most instruction in maintenance and material management (3-M) PQS is conducted by division officers.

1. True
2. False

Learning Objective: Outline the duties and responsibilities of RPs designed to watch, quarter and station bills.

5-29. Aboard ship, watch bills are constructed by which of the following officers?

1. Operations officer (OPS)
2. Senior watch officer (SWO)
3. Executive officer (XO)
4. Commanding officer (CO)

5-30. If it is necessary for the leading RP to be on the watch bill, which of the following actions should he/she take when assigning watches?

1. Stand the midnight to 0400 watch to allow other watch standers to rest
2. Take the watch during the day, which is normally the time of peak activity in the office of the chaplain
3. Assign two subordinates to night watches
4. Either 2 or 3 above depending upon the number of RPs

5-31. Which of the following information is NOT normally found on the watch, quarter, and station bill?

1. Station assignment during normal routine
2. Life-raft assignment
3. Battle station assignment
4. Station assignment during emergencies or special operations

5-32. In moving to their stations aboard ship, personnel should travel in which of the following direction?

1. Forward and down on the starboard side aft and up on the port side
2. Athwartships to the left, forward on the starboard side, up on the port side
3. Forward and up on the starboard side, down and aft on the port side
4. By the fastest possible route

5-33. During an emergency, in order to provide the highest level of watertight integrity in RP spaces, personnel may be required to set which of the following material conditions?

1. William
2. Xray
3. Yoke
4. Zebra

5-34. Which of the following fittings would normally NOT be considered a zebra fitting?

1. Fire main valve
2. Entrance hatch to storage space
3. Entrance door to chaplain spaces from a weather deck
4. Scuttle in center of hatch to storage space

5-35. By occupation, Marines stand physical security watches at all Marine Corps and several Navy installations.

1. True
2. False

Learning Objective: Establish the importance of documentation of training.

5-36. Two reasons for documenting training of members are - justification for the dollars spent, and the number of people who have received training.

1. True
2. False

5-37. The commanding officer's advancement recommendation is based solely upon completion of advancement requirements.

1. True
2. False

5-38. On-the-job training (OJT) is often the most beneficial kind of training for RPs for which of the following reasons?

1. OJT replaces Personnel Advancement Requirements
2. OJT is always a good substitute for "A" school
3. Chaplains take an active part in teaching personnel
4. Personnel "learn by doing"

5-39. Generally speaking, readiness level "C-1" indicates what state of readiness?

1. The command is 100% manned
2. All manpower, training, and material requirements have been met and the unit stands ready to perform its mission
3. All command equipment is operational
4. All command personnel have been trained to accomplish the command mission

Learning Objective: Formulate effective procedures and techniques for RPs who serve as instructors.

5-40. Which of the following procedures would be the most effective for the RP to follow in trying to teach subordinate RPs?

1. Be completely in control
2. Use on-the-job training exclusively
3. Be a role model
4. Conduct tests frequently

5-41. During an oral presentation, important points should be emphasized in which of the following ways?

1. The use of gestures
2. Repetition
3. Variation in voice inflection
4. Each of the above

5-42. One reason for maintaining good eye contact is that it may indicate to the instructor whether the students are confused or disinterested.

1. True
2. False

5-43. Instructors should tailor instruction to fit the ability and expertise levels of the

1. instructor
2. slow learner
3. typical student
4. majority of the students

5-44. You are conducting a training session for RPs. Misunderstandings should be cleared up at what point in the presentation?

1. At the end of the presentation
2. At specific points in the presentation
3. When the instructor asks for questions
4. When they occur

5-45. One method which is usually effective in causing students to think is to make challenging statements.

1. True
2. False

5-46. Distracting mannerisms by the instructor should be avoided primarily for which of the following reasons?

1. They are undignified
2. They show a lack of self-control
3. They distract the student's attention
4. They are annoying

5-47. "Motivation" may best be defined as

1. social pressure
2. incentive to take action
3. will-power
4. determination

5-48. A well-presented lesson will always motivate students to learn.

1. True
2. False

5-49. What is the major motivating factor in creating a learning environment?

1. The instructor
2. The subject matter
3. The physical environment
4. The significance of the material

5-50. Rewarding students by granting early liberty is always a good way to create a good learning environment.

1. True
2. False

5-51. Which of the following procedure would be the most effective for teaching a skill?

1. The "teacher-student" method
2. The "on-the-job training" (OJT) method
3. The "demonstration-performance" method
4. The "trial and error" method

5-52. When teaching a skill, what is normally the optimum number of students that can be taught effectively at any one time?

1. 10
2. 15
3. 20
4. 25

- 5-53. In the event of an error during a "demonstration-performance" method of instruction, which of the following actions should the instructor take?
1. Continue the performance and wait to see if other students catch the mistake
 2. Ask the student to be seated and call for another student to perform the demonstration
 3. Stop the operation and see that the error is corrected
 4. Repeat the performance from the beginning

IN ANSWERING QUESTIONS 5-54 THROUGH 5-60, MATCH THE STEPS OF THE "DEMONSTRATION-PERFORMANCE" METHOD OF INSTRUCTION LISTED IN COLUMN B THAT IS DESCRIBED IN COLUMN A.

	<u>A. DESCRIPTIONS</u>	<u>B. STEPS</u>
5-54.	The instructor carries out the steps while student explains	1. Step 1 2. Step 2
5-55.	The student carries out the steps	3. Step 3 4. Step 4
5-56.	The student practices the entire skill	
5-57.	The student explains what they are about to do and how they are going to do it	
5-58.	The instructor asks questions such as "What do I do next?"	
5-59.	The instructor should emphasize accuracy and later speed	
5-60.	Safety precaution should be explained and stressed	

- 5-61. What is the primary role of the leading RP in religious education programs?
1. Curriculum instructor, general
 2. Curriculum instructor, ecumenical
 3. Curriculum instructor, his/her own faith group
 4. Coordinator of the religious education program
- 5-62. An RP who coordinate religious education programs performs all EXCEPT which of the following functions?
1. Monitors
 2. Assists
 3. Counsels
 4. Evaluates
- 5-63. The actual recruiting, interviewing, and assigning of volunteers are functions of the chaplain, rather than the RP, for which of following reasons?
1. Eliciting a religious commitment from individuals is the chaplain's responsibility as a member of the clergy
 2. It is not specified in an RP occupational standard
 3. The RP will be busy gathering survey information
 4. The chaplain outranks the RP
- 5-64. When conducting a survey for volunteers, the chaplain and RP should carry position descriptions with them for which of the following reasons?
1. Most people would be afraid to volunteer for unspecified jobs
 2. Volunteers will have a general idea of what is expected of them
 3. Both 1 and 2 above
 4. OPNAVINST 1730.1A directs such action
- 5-65. Which of the following persons should be consulted as the resident expert in the areas of curriculum, classroom teaching techniques, and the development of lesson plans?
1. The chief instructor at the nearest fleet training center
 2. The chaplain
 3. The command training officer
 4. The division training patty officer

5-66. Religious education curriculum should be evaluated for content and applicability by which of the following?

1. The chaplain only
2. The RP only
3. The teacher only
4. The chaplain, RP, and teacher working as a team

5-67. If there is a sudden drop in attendance of religious education classes, it is most often for which of the following reasons?

1. General apathy of the students
2. Disinterest caused by student dissatisfaction with either the curriculum, instructor, or atmosphere
3. Disenrollment by the chaplain or teacher
4. Disciplinary infraction by the student